

**Bartels**  
**2011-2012**

# **Junior Thesis Reader**



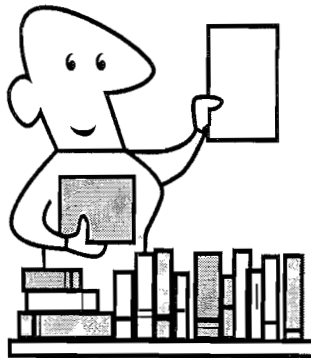
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What last years Juniors said in letters to you:

"I overcame my terrible attention span by sitting down and just doing the work."

"The week junior thesis was due I would delete facebook."



"Pick a topic you care about and actually have an opinion on."

"I found it challenging to make changes to my drafts because I get very attached to my work and I hate to delete things that I spent time on."

"Once challenge I overcame was procrastination. I put off work after I handed in the rough draft and that came back to hurt me." –

"Take advantage of the time history teachers are spending to come in early or stay after school to make sure your paper is coherent."

"Don't wait for a rough draft to be assigned. Begin writing paragraphs as soon as you can formulate concrete ideas."

"Don't be so pessimistic about the whole process. If you are pessimistic the assignment will seem harder than it actually is."

"Don't stop taking notes. Whenever you read, take notes ..."

"Really take advantage of the JT checkpoints, don't just do the checkpoints without really researching and working on each one."

## Introduction to Junior Thesis

Welcome to the Junior Thesis! This is the culminating project of your social studies experience at WHS. You will be conducting research in topics that deal with United States history, asking yourselves questions about your topic, narrowing your topic down, developing a thesis/argument, and finally writing a paper that uses a variety of sources to prove your thesis. These research projects are not just ways that teachers make life difficult for high school students; they are important steps in learning to master the skills and content of social studies. They are also very important training for college because the research paper is the primary writing assignment in college courses.

### What exactly am I doing?

You're probably asking yourselves—What's the question? I know I pick a topic, but what am I actually writing about? You are going to develop your own question to answer. Once you have done research on your topic and develop a good research question, you will construct an answer to this question—which is YOUR THESIS.

### What is this product going to look like?

The product will be a research paper and an interview with your teacher, where you will be asked questions reflecting on this process and your final product.

### How in the world am I going to do this?

The process of the Junior Thesis has been broken down into manageable steps. This will still be a challenge but if you stay on task and complete the steps to your fullest you have the potential to do a stellar job. I cannot say the same if you procrastinate or are unwilling to listen to my sage advice!

### How will I be graded?

You will be graded three times during this research process. The first grade is a process grade and will count for 20% your 2<sup>nd</sup> quarter grade. The rough draft paper will account for 10% of your 3<sup>rd</sup> quarter grade. Your final product will count for 20% of your 4<sup>th</sup> quarter grade. The effort you put into both researching and writing this paper are of equal importance and thus worth an equal amount. As many of you are already aware, one of the requirements for passing U.S. History is to complete the junior thesis research project. Passing this course is required for graduation.

### What do I need to get started on this process?

You are required to get a new binder/folder that is dedicated to the Junior Thesis. This binder/folder must include both the “**Writing Through Social Studies**” and this **Junior Thesis packet**. These materials must be in class every day until completion of the project.

### DUE DATES:

- 👉 The rough draft is due ***Monday, January 30, 2012 (Day 6)***.
- 👉 The final paper is due ***Friday, March 9<sup>th</sup>, 2012 (Day 5)***. Late papers will not be accepted.
- 👉 The interviews will be conducted between ***mid-March through mid-April***. They will be completed by April vacation.

## Steps for the Junior Thesis Process

- Below is a list of all of the graded components that will make up your research process grade.
- All of these assignments must be typed unless you are asked to complete a worksheet or note cards. If you're absent on the due date it is expected that you email your assignment on that date.
- Late assignments will earn 1/2 credit at the most.
- Assignments will be graded full, 1/2, or no credit

Description of Process	Point Value	Due Date	Points Earned
<b>1. Three Zones to Investigate</b> <b>Homework:</b> Read information about three broad areas of interest. You will complete a Do Now worksheet in class. <b>Graded Product:</b> Do Now Worksheet	5	Green/Tan 11/30 Orange 12/1	
<b>2. Topic Within One Zone</b> <b>Homework:</b> Read more about your topic and bring in three monographs relating to your topic. You will complete a 3-2-1 worksheet in class. <b>Graded Product:</b> 3-2-1 Worksheet and 3 monographs brought to class	5	12/5	
<b>3. Choosing a Focus</b> <b>Homework:</b> Read and explore information on your focus and fill-out corresponding <i>Focus Worksheet</i> . <b>Graded Product:</b> <i>Focus Worksheet</i>	5	Green/Tan 12/12 Orange 12/13	
<b>4. Boston Public Library e-card and Minuteman Library card</b> <b>Homework:</b> Log on to the BPL website and follow prompts to apply for an e-card. Visit the Wellesley Free Library and apply for a Minuteman card. Write both of these numbers down on the Research Requirements sheet in this reader. <b>Graded Product:</b> Numbers filled out on Research Requirements sheet	2	Green/Tan 12/12 Orange 12/13	
<b>5. Note Cards on Focus</b> <b>Homework:</b> Begin to take notes on note cards about your focus (don't add categories yet!!) Remember note cards are not just for factual information, but also to record ah ha's and ideas for further research. You will be asked to bring 30 completed note cards with you to class. <b>Graded Product:</b> 30 Note cards without categories	5	12/20	
<b>6. Research Question, Bibliography, and Note Cards</b> <b>Homework:</b> Identify the <b>one</b> question that will drive your research. Make certain that there are enough resources available for your research—a lack or over-abundance of resources may mean you should pick a different question. Gather more sources on your focus, including relevant primary sources and scholarly secondary sources. Type your research question and bibliography to bring into class. Create an additional 20 note cards without categories. <b>Graded Product:</b> Typed research question and bibliography	5	1/6	
<b>7. Note Card Categories</b> <b>Homework:</b> Review your note cards and type a list of at least six different categories that would help to organize your notes. Consider emerging themes, patterns, and ideas based on the variety of sources you've used. After you have developed this list go back through and label your note cards. Bring your labeled note cards to class. <b>Graded Product:</b> Peer evaluation sheet.	5	1/6	

<b>8. Annotated Bibliography</b> <b>Homework:</b> Use the Writing Guidebook for instructions on how to write an annotated bibliography. Type out a bibliography with all of your sources. You must have a minimum of six sources. You will annotate four of the six sources. Two annotations must be monographs, one must be a primary source, and one a scholarly journal article. <b>Graded Product:</b> Typed annotated bibliography-see rubric in JT reader	13	<b>Green/Tan</b> <b>1/9</b>  <b>Orange</b> <b>1/10</b>	
<b>9. Research Question and Preliminary Thesis Statement</b> <b>Homework:</b> Refine your research question and type possible thesis statement(s). To help. in this process, review your note cards and reevaluate your evidence. <b>Graded Product:</b> Refined research question and preliminary thesis statement(s).	5	1/12	
<b>10. Detailed Outline or Beginning of Rough Draft</b> <b>Homework:</b> Revise research question and thesis statement. Choose one of the above options and see the Writing Requirements sheet in this reader for guidelines. <b>Grade Product:</b> Detailed outline or beginning of rough draft	25	1/24	
<b>Total Points: 20% of Term Two Grade</b>	75		
<b>11. Rough Draft</b> <b>Homework:</b> Revise research question and thesis statement. Write or finish complete rough draft. See the Writing Requirements sheet in this reader for guidelines. <b>Graded Product:</b> Rough Draft	50	1/30	
<b>Total Points: 10% of Term Three Grade</b>	50		

## Research Requirements

### Preliminary Research:

- ☐ Choose three zones (5 points)
- ☐ READ!
- ☐ Pick one topic (5 points)
- ☐ READ!
- ☐ Find a focus (5 Points)
- ☐ READ!

### Focused Research:

- ☐ Formulate a research question and preliminary bibliography in Chicago format (5 points)
- ☐ Note cards (10 points)
- ☐ Preliminary thesis statement (5 points)

### Source Requirements:

- ☐ Substantial & balanced use of at least four sources (minimum)
- ☐ Two sources need to be **monographs** (books about your specific topic)
- ☐ Use of one **primary source**
- ☐ Use of one **scholarly journal article**

### Internet Sources:

- ☐ For each internet source that is used a web evaluation form must be completed and approved by your teacher

### Resource Tools:

- ☐ You are required to sign-up for a Minuteman Library card and a Boston Public Library card so you can utilize the online resources that both libraries provide (2 points)
  - o Minuteman Library Card # \_\_\_\_\_
  - o Boston Public Library Card # \_\_\_\_\_

### Annotated Bibliography (13 points)

- ☐ Four annotations required
  - o Two monographs
  - o One primary source
  - o One scholarly journal article



## Research Process

	Student 1	Student 2
Zone	WWI	Women
Topic	Domestic Policies during WWI	Suffrage
Focus	Prohibition as a domestic policy during and after World War I.	The effectiveness of suffrage groups on the executive branch.
Question	How did WWI affect the success of Prohibition?	How did suffrage groups work together to influence President Wilson to support suffrage?
Answer/ Thesis	The rise of Prohibition was overwhelmingly hinged on the immediate and residual effect of World War I and thus could not endure as a domestic policy independent from the war.	Although the National American Woman's Suffrage Association had the most effect on gaining Woodrow Wilson's support for the suffrage amendment, if it was not for the National Women's Party's negative publicity and their constant challenging of the government, the NAWSA would not have succeeded persuading Wilson.

### What is a zone?

A zone is a broad area of interest in American History. You may choose any zone up to the year 1990. Think: What are you interested in? You may use your textbook, magazines, the Internet, newspapers, to gain information about your zones. There will be a lot of information, so its ok if you're feeling overwhelmed. After reading about the three zones you will pick one that you will select a topic from.

**Student product:** Do Now worksheet

### What is a topic?

A topic is a specific area to further research within the zone. In order to pick a topic, you need to have a greater understanding of your zone. This understanding comes from the reading you have previously done and will continue to do. Initially, you may select more than one topic within the zone. At this time, the expectation is to just read. Remember to stick with what you are interested in.

**Student product:** 3-2-1 worksheet in class. (3 things you've learned, 2 items to further research, 1 question) Bring in 3 monographs relating to your topic to use in class.

### Areas to proceed with caution when researching:

- Biographies or narratives
- Counterculture, Hippies, Woodstock
- Illegal Drugs
- McCarthyism
- Space Race
- Watergate
- Organized Crime
- Conspiracy Theories
- Hypothetical situations
  - (What if Pearl Harbor was not attacked? No one will ever know...you can't prove it)

### **What is a focus?**

This is one of the most challenging parts of the assignment. A focus is a narrow area of interest within your topic. This is the time where you will begin compiling the note cards that will be most useful for your paper. These notes will be used to formulate your research question.

**Unfocused:** The Failure of the ERA

**Focused:** The impact of the Civil Rights Movement on the failure of the ERA

**Unfocused:** The American Constitution

**Focused:** Definitions of Libel (defamation) under the Constitution

**Unfocused:** American Expatriate Artists

**Focused:** Three 19<sup>th</sup> century American Expatriate Artists and their Critical Reception Abroad: Sargent, Whistler, Cassatt

**Unfocused:** Early Intervention Programs

**Focused:** The Effect of the Healthy Start Program on Infant Mortality in Massachusetts

**Unfocused:** Photography of Niagara Falls

**Focused:** Stereographic Photography of Niagara Falls: The Forgotten Works of George Barker, Charles Bierstadt, and George E. Curtis.

**Unfocused:** Labor Strikes

**Focused:** The impact of the Lawrence strike of 1912 on labor unions.

**Unfocused:** The Impact of Woman's Suffrage Groups

**Focused:** The impact of suffrage groups on Woodrow Wilson's views on suffrage

**Unfocused:** Supporters of the Civil Rights Movement

**Focused:** The role of Jewish Americans in the Civil Rights Movement

**Unfocused:** Parchman Farms in the South

**Focused:** Inequality between whites and blacks in Parchman Farms in the South from 1890-1900.

### **Tips in creating a focus:**

- Pick something you are interested in!
- Select a focus that is manageable in size.
  - This is one that you could effectively research and create a thesis that would fulfill the page length requirement.
  - This is no longer a broad topic or zone—it must be narrow!
- Read, read, and do more reading in order to choose a focus.
- Make sure that there are enough sources to research

### **A focus is not a focus if:**

- It deals with a complex issue studied over an entire century or more
  - (i.e., Labor unions 1880-1920 instead of Labor unions 1890-1900)
- It focuses on general rather than on specific problems
  - (i.e. urban housing instead of “The Pierce Housing Estate.”)
- It deals with the entire life of an individual
  - (i.e., the life of Franklin D. Roosevelt instead of Roosevelt's relationship with African Americans during the New Deal)

**Student product:** note cards (w/o categories)

### What is a research question?

This question will drive your research and will evolve over time. Finding your research question does not mean you stop research. You must be flexible with where the research guides you.

Using your research, create a question that meets the following guidelines:

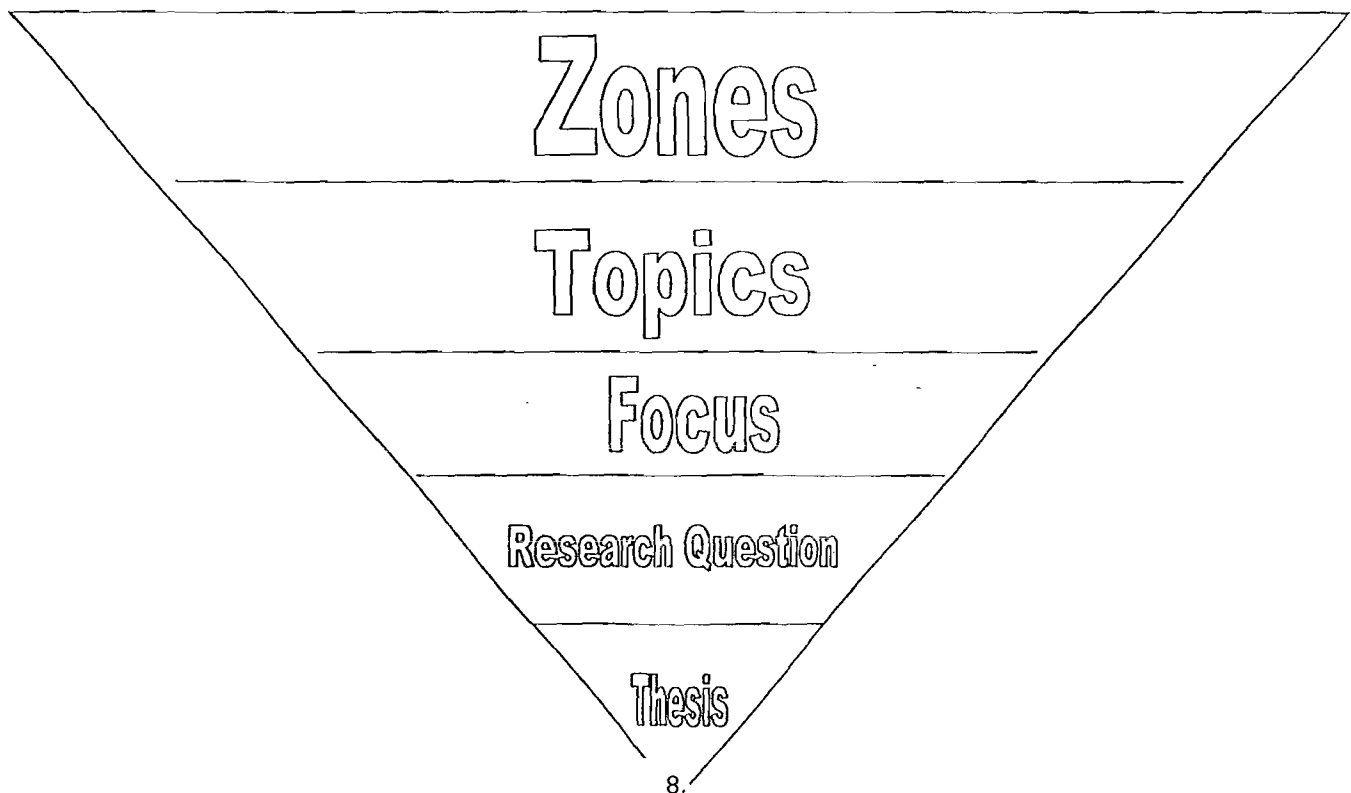
- Is it interesting to me?
- Is it arguable-think why not how?
- Is it of historical significance?
  - (What has the American public liked about Broadway? instead of, How did the Great Depression change people's views on Broadway?)
- Is there evidence to support this question?
- Is it specific enough to be answered in the scope of the assignment?
- Does the question present a puzzle that needs to be explained?
  - (Why would Broadway experience a surge during the Great Depression, a time of economic hardship?)

**Student Product:** Research question and note cards with categories.

### What is a thesis?

The thesis is your answer to your research question that you will support with evidence from this process. This thesis will evolve over time. Again, be flexible with this process.

**Student Product:** Thesis statement



## Web Evaluation Checklist

Author of *Page* (this can also be a group or institution): \_\_\_\_\_

Page Title: \_\_\_\_\_

Name of Web Site: \_\_\_\_\_

Date Published: \_\_\_\_\_

Institution the website is associated with: \_\_\_\_\_

Date Accessed (date you printed the article): \_\_\_\_\_

URL (address) of Web Page: \_\_\_\_\_

**How to put it all together on your bibliography:** \*Note: Dates should be typed in the following format: November 1, 2010)  
 Lastname, Firstname. "Title of Site or Larger Work." Name of Associated Institution. URL of website (Date of Access).

**Example:**

Evanston Public Library Board of Trustees. "Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach."  
 Evanston Public Library. <http://www.epl.org/library/strategic-plan-00.html> (accessed June 1, 2005).

**How to format footnote:**

First Name, Last Name, "Title of Site or Larger work," Name of Associated Institution, URL of website.

**Example**

1. Evanston Public Library Board of Trustees, "Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach," Evanston Public Library, <http://www.epl.org/library/strategic-plan-00.html>.

Criteria	Evaluation Techniques	Low quality	Medium quality	High quality
<b>Sites scoring less than 16 points are unacceptable – find a better web site!</b>				
Criteria	Evaluation Techniques	Low Quality	Medium Quality	High Quality
Is the information helpful & important?	<ul style="list-style-type: none"> <li>How much information is there?</li> <li>Is most of the information important &amp; relevant to your topic?</li> </ul>	1 page or less (1pt)	2 pages (3pts)	3 page or more (5pts)
			➔	
Criteria	Evaluation Techniques	Low Quality	Medium Quality	High Quality
Who is the author of the page?	<ul style="list-style-type: none"> <li>Is his or her name listed?</li> <li>Can you figure out what makes the author an expert? (Look for an <u>about me</u> link)</li> </ul>	Not Qualified (0pt)	Somewhat Qualified (3pts)	Highly Qualified (5pts)
			➔	
Criteria	Evaluation Techniques	Low Quality	Medium Quality	High Quality
Is the sponsoring organization reliable? *	<ul style="list-style-type: none"> <li>Is the organization's name prominent?</li> <li>Is there an <u>about us</u> link?</li> <li>What is the organization's reputation? Is the site excessively biased?</li> </ul>	Not Reliable (0pt)	Somewhat Reliable (3pts)	Highly Reliable (5 pts)
			➔	
Criteria	Evaluation Techniques	Low Quality	Medium Quality	High Quality
When was the information written & last updated?	<ul style="list-style-type: none"> <li>Is there an update date listed at the top or bottom of the page?</li> <li>Is there a copyright date at the bottom?</li> </ul>	6 yrs or more (1pt)	3-5 years old (3pts)	2 yrs old or less (5 pts)
			➔	

\* Hint: If you can't find the home page, erase the end of the url back to the part that ends with .com, or .gov etc.

Total Score: \_\_\_\_\_

Name: \_\_\_\_\_

### Annotated Bibliography Grading Sheet

<b>Expectations</b>	<b>Point Value</b>	<b>Points Earned</b>
<b>Source Requirements</b> <ul style="list-style-type: none"> <li>• Minimum of 6 bibliographic entries</li> <li>• The 4 types of sources that will be annotated               <ul style="list-style-type: none"> <li>o 2 Monographs</li> <li>o 1 Primary Source</li> <li>o 1 Scholarly Journal</li> </ul> </li> </ul>	<b>4</b>	
<b>Format</b> <ul style="list-style-type: none"> <li>• Title is Bibliography, centered, and in 12 size font</li> <li>• Entries should be uniform in size, color, and font</li> <li>• Entries formatted correctly               <ul style="list-style-type: none"> <li>o Punctuation</li> <li>o Spacing</li> <li>o Underlining</li> <li>o Capitalization</li> </ul> </li> <li>• Hanging indent for each entry</li> <li>• Spacing within and between entries is correct</li> <li>• Annotations start on a new line</li> <li>• First line of each annotation is indented</li> <li>• Period at the end of each citation</li> <li>• Entries are alphabetized</li> </ul>	<b>3</b>	
<b>Annotations</b> <ul style="list-style-type: none"> <li>• Clear and concise</li> <li>• Every sentence must address one of the four following the points:               <ul style="list-style-type: none"> <li>o Evaluate the authority or background of the author</li> <li>o Comment on the intended audience</li> <li>o Compare or contrast this work with another you have read</li> <li>o Explain how or why this work is useful to in the research</li> </ul> </li> </ul>	<b>6</b>	
<b>Total</b>	<b>13</b>	

## Writing Requirements

### Steps in Writing:

- ☐ Preliminary Outline (10 points)
  - Research Question
  - Thesis statement
  - Topic sentences
  - Evidence
  
- ☐ Detailed Outline or Beginning Draft (15 points)
  - *Option One: Detailed Outline*
    - Research Question
    - Thesis statement
    - Topic sentences
    - Evidence
    - Analysis
    - Footnotes
  
  - *Option Two: First 1200 words of paper*
    - Research Question
    - Introduction
    - Underlined thesis statement
    - All components of a paragraph included
    - Conclusion
    - Footnotes
  
- ☐ Rough Draft (25 points)
  - Research Question
  - 1800-2400 words
  - Introduction
  - Underlined thesis statement
  - All components of a paragraph included
  - Must have significant use of at least:
    - 2 monographs
    - 1 scholarly journal
    - 1 primary source
  - Conclusion
  - Footnotes

## Thesis Statements

### **Exemplary:**

- The rise of Prohibition was overwhelmingly hinged on the immediate and residual effect of World War I and thus could not endure as a domestic policy independent from the war.
- Even though the Berkeley Free Speech Movement was successful at achieving free speech campus rights on a local level, the movement ultimately failed because it unintentionally promoted the success of leaders who opposed its ideals at the national and state level.
- Even though the Women's Christian Temperance Union's (WCTU) had established itself as group capable of social reform, their strong association with prohibition coupled with the unpopularity of the 18th amendment, prevented them from receiving credit for advancing the women's suffrage movement.

### **Proficient:**

- Although the National American Woman's Suffrage Association had the most effect on gaining Woodrow Wilson's support for the suffrage amendment, if it was not for the National Women's Party's negative publicity and their constant challenging of the government, the NAWSA would not have succeeded persuading Wilson.
- Federal and local authorities manipulated the public into believing that the Black Panther Party was dangerously militaristic as a way to gain support in destroying the party.

### **Needs Improvement:**

- Advances in the production, distribution, and reporting of muckrakers' articles allowed reporters at the turn of the 20<sup>th</sup> century to effect more change in public opinion about the harsh realities of child labor in America, than previous efforts by labor unions and idealistic reformers.
- The advent of television changed the ways Americans lived during 1950s.
- Though the Western Frontier contained all the essential elements of a thriving civilization, it was the spirit of the cowboy that truly turned this potential into a reality.

### **Unsatisfactory:**

- The Battle of Midway was a turning point in WWII.
- The passage of the Marijuana Tax Act was a story of propaganda, mass hysteria, and deceit.

## Preliminary Outline Model

Below is a model of the Preliminary Outline. This is only an example of the first three paragraphs so be sure to outline your entire paper.

Name:

*Research Question:* How do natural disasters impact the lower class?

*Thesis:* While Mississippi River Flood, Great Chicago Fire, and San Francisco Earthquake were all different natural disasters, they all had one similar social effect on the people living in those areas; each disaster empowered the lower social classes to make a difference in how they lived their life.

### *Body Paragraph I*

*Topic Sentence:* On April 15, 1927, more than 8 inches of rain would cause the levee at Mounds Landing to break and allow for the Great Mississippi River Flood to start and immediately impact the surrounding area.

*Evidence:*

- a. number of deaths (both immediate and long-term)
- b. number of homeless as a result of homes being destroyed
- c. property damage (how much land was lost—including agricultural land)
- d. property damage (how much money was needed to repair the damage)

### *Body Paragraph II*

*Topic Sentence:* The aftermath of Mississippi River Flood most impacted the sharecroppers of the region most of which were black.

*Evidence:*

- a. reliance of blacks income and lifestyle of sharecropping
- b. property damage to sharecropping farms
- c. Quotation about the poor quality of refugee camps for blacks by William Howard (source A)
- d. Increase in the amount of violence towards blacks after the flood.

### *Body Paragraph III*

*Topic Sentence:* Since the blacks experience in the immediate aftermath of the flood was negative, it empowered blacks that remained and encouraged others to seek a better life in the north.

- a. Triggered an exodus of southern blacks to Chicago and Los Angeles. Include statistics on number of emigrants.
- b. People drawn to the poor treatment of blacks and paid for blacks to come to the North (Source C)
- c. Movement to force the federal government to pay black workers in the South to help rebuild.
- d. Need **two** more pieces...



# Paragraph Development

Paragraphs are the building blocks of the writing we do in Social Studies. A paragraph should contain at least five sentences. The paragraph begins with a topic sentence. The remaining sentences contain your evidence and analysis, and the transitions that connect these different parts.

**The following is a breakdown of the parts of a paragraph and the colors associated with each:**

Topic Sentences- Orange

Evidence- Green

Analysis-Blue

Transitions-Yellow

For the purpose of editing, you may only highlight with the assigned color if the specific parts of a paragraph fulfill the required elements.

## Topic Sentences

*Goal:* Introducing the ideas of the paragraph while simultaneously making a smaller claim that supports the thesis.

*Requirements:*

- A topic sentence is the first sentence of your paragraph.
- It contains an **idea** – not a statement of fact.
- It should be **ONE** main idea.
- It contains analysis.
- It should connect back to the thesis.
- It may contain transitional words or phrases that connect to the previous paragraph

\*Your topic sentences should be able to be read independently from your paper and the reader would understand the flow of your argument and how it is going to be proven.

## Evidence

*Goal:* To prove the claims made in both your topic sentences and your thesis.

*Requirements:*

- Specific
- Not your opinion
- Numerous-at least 2 pieces per paragraph
- Explained-not just listed
- Accurate (based on reliable information)
- Evidence supports your thesis and topic sentence
- Contextualized and explained properly
- Introduced properly-
  - o As historian Frederick Jackson Turner stated in his Frontier Thesis...

## Analysis

*Goal:* To explicitly explain how your evidence connects to and furthers your central argument.

*Requirements:*

- A complex connection is drawn between evidence and argument

## Transitions

*Goal:* To connect the parts of your paper in order to increase clarity and flow.

*Requirements:*

- Connect your ideas within and between paragraphs
- Be varied
- Fit the context

# United States History

## Peer Editing

- 1) Find your partners thesis statement, read it, and on the back of the draft rewrite it in your own words. What do you think the writer is trying to prove?
- 2) Begin to read through the paper, examining both topic sentences and evidence.
  - a. Does the information in each paragraph prove its topic sentence? If so, underline the topic sentence. Remember a fact cannot be a topic sentence-a topic sentence is a smaller claim that supports the thesis.
  - b. Is your partner PROVING each part of his/her thesis with specific support & evidence? Every time the writer has evidence that ties back to his/her thesis, mark a T. In a good paper, there should be Ts next to every paragraph. After reading each page, tally up the number of "Ts" found and write this number at the top of the page.
- 3) After you've completed reading the entire draft, answer the following questions on the back of the draft:
  - a. Does your partner prove his/her thesis? Why or why not?
  - b. Does your partner's paper make sense? If yes comment on two things that were done well. If not, put question marks next to the section(s) that lack clarity.
- 4) Reread paper checking for danger words or practices. Circle all the danger words or practices you find.
- 5) Exchange papers and read all the comments.
- 6) Now talk about the edited comments. Is this what you intended to say in your thesis? If not, how can you clarify it? Have you provided sufficient evidence? Are your topic sentences relevant and supported?

### **DANGER: AVOID THESE WORDS/PRACTICES IN YOUR PAPER**

Words	Practices
Obviously	• Referring to historical figures by his/her first name (Correct: George Washington was the first president. Incorrect: George was the first president.)
Clearly	• Clichés (You can lead a horse to water, but you can't make him drink.)
Naturally	• Assuming you know how an historical figure felt unless you have specific evidence to back up claim.
Of course	• Conversational language (cute, dude, you know, something to think about)
Undoubtedly	• Asking questions in your paper (How could this have happened?)
"Throughout all of American history"	• No contractions (Correct: did not. Incorrect: didn't)
All	
No one	
Every	
Always	
Never	
Very	
Pretty	
Literally	
Incredible	
Unbelievable	
Quite	
Anyone/Anybody	
Sort of/ Kind of	

Taken From:  
Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 6<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2010.

## FAQ: Chicago Style Bibliography & Footnotes

### Bibliography

#### 7c-2 Formatting guidelines for bibliographies

Your bibliography is a list of the books, articles, and other sources you used in preparing your paper. It must include all the works you cited in your notes; it may also include other works that you consulted but did not cite. However, avoid the temptation to pad your bibliography; list only materials you did in fact use.

#### 4. Typical bibliography entry

The following example illustrates the elements that should be included in a typical bibliography entry. Models for citing a variety of specific sources can be found in 7c-3.

McGhee, Robert. *The Last Imaginary Place: A Human History of the Arctic World*. Oxford: Oxford University Press, 2005.

Bibliography entries are listed alphabetically by authors' last names; the first line of the entry begins at the far left, and subsequent lines are indented. Authors are listed last name first, followed by a comma and then the first names and initials (if any). Periods separate the author's name, title of the work, and publication information. Individual entries should be single-spaced, with a double-space between entries.

#### 5. Multiple works by the same author

If your bibliography includes more than one work by the same author, use three hyphens followed by a period (—.) in place of the author's name in subsequent bibliographic entries. List books by the same author alphabetically by title.

#### 22. A source quoted in another source

If material you wish to use from a source has been taken from another source, it is always preferable to find and consult the original source. If this is not possible, you must acknowledge *both* the original source of the material and your own source for the information.

#### Footnote

22. E. W. Creak, "On the Mariner's Compass in Modern Vessels of War," *Journal of the Royal United Services Institute*, vol. 33 (1889-90), 966, quoted in Alan Gurney, *Compass: A Story of Exploration and Innovation* (New York: Norton, 2004), 275-76.

#### Bibliography

Creak, E. W. "On the Mariner's Compass in Modern Vessels of War." *Journal of the Royal United Services Institute*, 33 (1889-90): 949-75. Quoted in Alan Gurney, *Compass: A Story of Exploration and Innovation*. New York: W. W. Norton, 2004.

# Footnotes

## 7b Documenting sources

For all of the sources in your paper, including visual and other nonwritten materials, you must provide complete bibliographic information. This is important for two reasons. First, it gives appropriate credit to your sources. In addition, bibliographic information enables readers to look up your sources to evaluate your interpretation of them or to read more extensively from them.

### 7b-1 Footnotes and endnotes

Historians typically use footnotes or endnotes to document their sources. With this method, you place a raised number, called a *superscript*, at the end of the last word of a quotation, paraphrase, or summary. This number corresponds to a numbered note that provides bibliographic information about your source. Notes may be placed at the bottom of the page (footnotes) or at the end of the paper (endnotes). In either case, notes should be numbered consecutively from the beginning to the end of the paper. The following example shows a source cited in the text of a paper and documented in a footnote or endnote:

#### TEXT

Norton argues that "the witchcraft crisis of 1692 can be comprehended only in the context of nearly two decades of armed conflict between English settlers and the New England Indians."<sup>8</sup>

#### NOTE

8. Mary Beth Norton, *In the Devil's Snare: The Salem Witchcraft Crisis of 1692* (New York: Alfred A. Knopf, 2002), 12.

#### 1. First reference to a source

All notes begin with a paragraph indent and are numbered consecutively throughout the paper. Individual notes should be single-spaced, with a double-space between notes. When a source is noted for the first time, you should include complete bibliographic information.

1. Robert McGhee, *The Last Imaginary Place: A Human History of the Arctic World* (Oxford: Oxford University Press, 2005), 197.

#### 2. Shortened forms in subsequent notes

As illustrated above, the first time you cite a source, you *must* provide complete bibliographic information. In subsequent notes, however, use a shortened form. There are two acceptable methods to shorten a reference. As one option, you can cite the author's last name followed by a comma and the page or pages cited.

2. McGhee, 188.

Alternatively, you may include a shortened form of the title in your subsequent reference. This is necessary if you cite more than one work by the same author in your paper or if a subsequent note appears long after the first reference. To shorten the title, use the main word or words from the title of the work.

2. McGhee, *Last Imaginary Place*, 76.

Indent long quotations. If your quotation is four or more typed lines, you should set it off by indenting it; this is called a block quotation. Block quotations are single-spaced and are not enclosed in quotation marks. Typically, long quotations are preceded by an introductory sentence followed by a colon, as in this example:

The comments of Chang Han, an official of the Ming dynasty, reflect the attitude of many of his contemporaries toward outsiders:

Foreigners are recalcitrant and their greed knows no bounds. . . . What is more, the greedy heart is unpredictable. If one day they break the treaties and invade our frontiers, who will be able to defend us against them?"

Despite this distrust, Jesuit missionaries were able to achieve positions of honor and trust in the imperial court, ultimately serving the emperor as scholars and advisers.

7. Chang Han, "Essay on Merchants," trans. Lily Hwa, in *Chinese Civilization and Society: A Sourcebook*, ed. Patricia Buckley Ebrey (New York: Free Press, 1981), 157.

You should use block quotations sparingly. Frequent use of long quotations suggests that you have not really understood the material well enough to paraphrase. Moreover, a long quotation can be distracting and cause readers to lose the thread of your argument. Use a lengthy quotation only if you have a compelling reason to do so.

No more than 2 block quotes!

## Explanatory or Discursive Note:

Contains more than bibliographic information – provides additional information to your reader.

## Example:

3. For a detailed account of the trial and execution of Charles I, see C. V. Wedgwood, *A Coffin for King Charles: The Trial and Execution of Charles I* (New York: Time Incorporated, 1956), and Graham Edwards, *The Last Days of Charles I* (Stroud, Gloucestershire: Sutton Publishing, 1999).

## Sample Thesis Paper

Exemplary Thesis Statement:

The rise of Prohibition was overwhelmingly hinged on the immediate and residual effects of World War I and thus could not endure as a domestic policy independent from the war.

Topic Sentence:  
• directly ⇒  
relates to 1st clause of thesis statement  
• has one main idea.

The U.S.'s entry into World War I immediately galvanized efforts to direct domestic resources to war needs. The increased <sup>stypo</sup> willingness of the general public to sacrifice individual liberties for the greater good of the nation helped passage of the legislation required for rationing. In a time of political insecurity, the federal government urged citizens to moderate their consumption of goods in an effort to conserve supplies for the military. Shortly after the U.S.'s entry into the war in 1917, Congress passed the Food Control Bill which rationed the domestic use of certain substances to compensate for military usage.<sup>1</sup> The Food Control Bill included rations of sugar and grains, each of which are key ingredients in beer and other forms of liquor, and gave President Wilson "the power...in his discretion to permit the manufacture of [alcoholic] beverages."<sup>2</sup> Consequently, a number of distilleries closed because they could no longer obtain enough raw materials to produce alcohol. In September of 1918, Congress voted to shut down all of the nation's breweries, and in November of 1918 they passed the War Prohibition Act, banning all sale and manufacture of alcohol.<sup>3</sup> Their policies were effective, as annual consumption of pure alcohol per capita in the U.S. decreased from 1.37 gallons in 1917 to

This part of paragraph contextualizes why the Food Control Bill was passed.

Evidence relates directly to central argument b/c it explains how rationing led to prohibition.

Another piece of specific evidence ⇒

<sup>1</sup> Martin Hintz, *Farewell, John Barleycorn: Prohibition in the United States* (People's History) (Minneapolis: Lerner Publishing Group, 1996), 28.

<sup>2</sup> "Bone Dry" Nation in Wilson's Hands," *Washington Post*, 27 June 1917, 1.

<sup>3</sup> Jonathon Harris, *This Drinking Nation*, (St. Louis: Four Winds, 1994), 79.

Varied Sources

Analysis needs a direct link between the rationing of goods during WWI that caused prohibition

1.19 gallons in 1918.<sup>4</sup> In this dire wartime situation, the nation needed public sacrifice of domestic goods to support the war; alcohol was the first to go. The 18<sup>th</sup> Amendment was proposed in the midst of war. World War I gave the federal government the push they needed to identify and rectify the negative consequences of alcohol.

Analysis R.T.T.

Need a more explicit transition

With or yet

The end of World War I ultimately brought about an objection to Prohibition; the post-war mood was shifting. In November of 1919, The Food Control Bill was changed so that it was not extended to peace times.<sup>5</sup> The American people began shaking off their wartime abstemiousness, despite the 18<sup>th</sup> Amendment made effective in 1920. By 1923, alcohol consumption per capita was back up to an estimated 1.36 gallons of pure alcohol.<sup>6</sup> The social period that the U.S. entered—later named the “Roaring Twenties”—was defined by “glittery excesses”, in stark contrast to the rudimentary wartime lifestyle.<sup>7</sup>

Topic Sentence

Directly relates to Second Clause of thesis statement

Stronger connection needed between evidence and analysis

For example:

As the need for wartime rationing ended and the “glittery excess” became valued prohibition became less of a priority for Americans.

This last sentence concludes this section of the paper and ties argument directly back to thesis

Varied Sources

- <sup>4</sup> Angela K. Dills, Mireille Jacobson, and Jeffrey A. Miron, “The Effect of Alcohol Prohibition on Alcohol Consumption: Evidence from Drunkenness Arrests,” *Data* (Boston: Boston University, Department of Economics, winter 2006), 6.
- <sup>5</sup> “New Food Act Expected to Pass House this Week” *New York Times*, 22 Aug. 1919, 1.
- <sup>6</sup> Dills, Jacobson, and Miron, “The Effect of Alcohol Prohibition on Alcohol Consumption,” 6.
- <sup>7</sup> Mary Cable, *Top Drawer: American High Society from the Gilded Age to the Roaring Twenties*, (New York: Anthencum, 1984), xii.

## Final Draft and Packaging Requirements

**No paper will be read without the following requirements enclosed in a manila envelope.**

- ☐ Note cards: In the below three piles, bundled (NO paper clips) and labeled accordingly
  - Used and cited- In numerical order, boldly numbered to match the footnotes in your paper
  - Used but not cited
  - Bibliography cards or labeled bibliography
- ☐ Rough Drafts
  - All rough drafts—clearly labeled with the name of the editor.
  - Self-evaluation sheets
  - Any peer edit sheets
- ☐ Final Copy of Paper
  - Title Page
  - Dedication Page
  - Table of Contents
  - 12-point Times New Roman Font
  - Numbered pages starting with the first page of the body of the paper
  - Double-Spaced and default margins
  - Must have substantial use of at least:
    - 2 monographs
    - 1 scholarly journal
    - 1 primary source
  - Chicago-style Footnotes
  - Bibliography
  - Honor code-hand written and signed at the end of the paper
    - *“I certify that this paper is my own work, and I have cited any and all sources necessary.”*
  - Word Count (1800-2400) written on the last page of paper- not including footnotes
- ☐ Completed web evaluation form for each internet site in the bibliography
- ☐ Confirmation from Turnitin.com that your paper has been successfully submitted
- ☐ Copy of this checklist with all items checked off by you

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6. At the license agreement, click "I agree".
7. Start the class enrollment wizard.
8. Enter the class ID number and enrollment password give to you by your teacher.

Your class ID number \_\_\_\_\_ password \_\_\_\_\_

9. Your class now appears. Click on the name of the class.
10. Click on the submit button to the right of the correct assignment.
11. The paper submission page will open. Enter a title for your paper. Your first and last name should already be filled in. To select a paper for submission, click on the "browse" button and locate the paper on your computer. Papers can be submitted in MS Word, WordPerfect, RTF, PDF, PostScript, HTML, and plain text formats. (If you use AppleWorks, however, you change the pull-down menu from "file upload" to "cut and paste". Once you have completed this form, click on the "submit" button.
12. Double check all the information: If everything is fine, click "next".
13. After you confirm your submission, a digital receipt will be shown and later sent to you by email.